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ABSTRACT

The report is an evaluation of the Career Education Personnel Model Project (CEPM), which was initiated for the Michigan Department of Education in the spring of 1972. The purpose of CEPM project was to develop competency-based instructional models for the preparation and training of personnel who plan and implement career education programs. The procedures of the project involved a review of the literature to identify similar studies and the identification and validation of competencies and performance criteria through consulting with practicing career educators. The major goal of the third party evaluation was to provide feedback concerning the developments and outcomes of the project to its staff and funding agencies. The project receives an overall positive evaluation. In a spot-check for comprehensiveness, it was found that appropriate sources were reviewed in the literature search. Other assessment techniques involved interviews with project and staff members and third party ratings of the competency lists developed in the course of the project. The overall conclusion was that the procedures followed were adequate to the task. (NJ)

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THIRD PARTY EVALUATION REPORT

of the

Career Education Personnel Model

a report submitted to:

The University of Michigan

. . . and to the Michigan Department of Education

(VT 102 159)

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1.0 Third Party Evaluation Objectives

The two major goals of the third party evaluation were: 1) to provide feedback concerning each major development of the CEFM project to the project staff, and 2) to provide feedback to the funding agencies concerning the development and outcomes of the project.

2.0 Context of the Project

Career education has been popularized nationally and in many states. The state of Michigan has shown a commitment to career education as exemplified by its activity in its department of education and by the funding of external career education projects. This state has formulated career education planning districts and local education agencies have been provided financial assistance from state and federal monies to implement career education programs. Obviously, then, the staff of the Michigan Department of Education has a legitimate concern in the professional development of local educational agency personnel in career education.

The project evaluated, as described herein, was initiated when the personnel of the School of Education, University of Michigan submitted a funding proposal to the Michigan Department of Education during the Spring of 1972. The original proposal was submitted by Rutherford Lockette and the primary goal of the project at that time was to study the in-service and pre-service needs of career educators. However, several changes in personnel occurred from the time of funding until project activity began. During the lapse of time, the purpose and scope of the project underwent several revisions.

3.0 Project Description

At the time of the contracting with the third party evaluator, the purpose and scope of the CEPM project was adequately delineated. Proposed was the determination of components of an efficient and effective system for the pre-service and in-service preparation of educational personnel to implement the career education thrust. The development of a system to guide in the preparation of educational personnel to implement and support career education programs was cited as the paramount problem.

3.1 Project Purpose

The purpose of the CEPM project was to develop competency-based instructional models for the preparation and training of educational personnel who will plan and implement career education programs.

3.2 Project Objectives

1. Develop a system for the organization and priority assignment of competencies required of educational personnel in implementing career education programs.
2. Identify the competencies required of educational personnel in implementing career education programs.
3. Validate the competencies required of educational personnel in implementing career education programs.
4. Develop a comprehensive competency-based model designed to support educational programs (pre-service and in-service) for educational personnel which provides a general awareness and orientation to the basic components of career education.

5. Develop specialized competency-based models designed to support educational programs (pre-service and in-service) in the preparation and training of (a) teachers, (b) counselors, and (c) administrators.

3.3 Personnel

Names of project personnel, their titles, project relationships and corresponding FTE commitment to the project are shown below.

John T. Odbert Assistant Professor	Co-Director	100% time for 7 mo. 25% time for 5 mo.
Eugene E. Trotter Lecturer	Co-Director	100% time for 10 mo.
Linda M. Kresnye Secretary	Project Secretary	100% time for 17 mo.
Dorothy R. Gagnier	Research Assistant	50% time for 8 mo.
Gregory D. Patton	Research Assistant	25% time for 8 mo.
Thomas J. Serwell	Research Assistant	25% time for 8 mo.
William Cortis	Research Assistant	50% time for 8 mo.
Benjamin J. Standen	Research Assistant	25% time for 8 mo.

3.4 Project Procedures

3.41 Literature Review

A review of the current literature was done to identify studies similar to the CEPM project which had been completed and to establish a base of traditional pedagogical competencies.

3.42 Identification of Competencies

Over one hundred interviews were held with practicing career educators within the state of Michigan. These interviews were completed by

the five research assistants; each being responsible for a different level and function, e.g., counselors, teachers, administrators. The resulting list of competencies totalled over 2,000.

3.43 Refinement of Competencies

The compiled list of competencies was refined and reduced by removing duplicates, removing global statements, removing incoherent statements, and removing nonpedagogical statements. A final stage of the refinement process involved the placement of each competency in a technically consistent format. The resulting list of competencies equaled ninety and the ninety competencies included thirty-three action verbs.

3.44 Prevalidation of Competencies

The prevalidation phase involved the review and rating of the competencies by a group of nine career education leaders. The individuals represented project directors, teachers, counselors, and administrators. The nine individuals were asked to respond to the competency lists three different times; once each for counselors, teachers, and administrators. Competencies were rated on a four point importance scale ranging from "unimportant" to "very important."

The results of these ratings were then summarized and several hours were utilized to discuss each of the competencies that did not attain an extreme rating. This process led to the revision of competency statements that were discovered to possess multiple or dissimilar meaning. Resulting were thirty-five competencies that were defined as very important for teachers, counselors, and administrators. Of the ninety,

sixty-three were very important for teachers, seventy-seven for counselors, and sixty-six for administrators.

3.45 Final Validation

The final validation phase of the CEPM project involved the mailing of competency lists to a group of career educators. The 436 individuals from 7 school districts were asked to rate each of the competencies in terms of importance. The result of this phase was nine competency lists including teachers, administrators, and counselors, for each of three levels, including elementary, middle and secondary.

3.46 Identification of Performance Criteria

Following the final validation of competency lists, CEPM staff interviewed 80 individuals in an attempt to identify contextual conditions within which the competency might be demonstrated. This, it was thought, would aid in the conversion of competencies into behavior statements of intent or performance criteria.

3.5 Project Outcomes

The outcome of the CEPM project includes an individual list of competencies and corresponding performance criteria for elementary teachers, middle or junior high teachers, secondary teachers, elementary counselors, middle or junior high counselors, secondary counselors, elementary administrators, middle or junior high administrators, secondary administrators and a final comprehensive list which includes competencies common to all groups.

3.6 Budget

Total Project Budget

Salaries	$64,000.00
Supplies	5,500.00
Travel	5,469.00

4.0 Evaluation

As indicated in section 1.0, the third party evaluation was directed toward providing evaluative information to the project staff on a continuing basis and to the funding agency at the termination of the project.

The third party evaluation involved personal visits with the CEPM project staff on five occasions. These visits were made April 19, 20, 1973; June 11, 1973; July 20, 1973; October 3, 1973; and December 11, 1973.

4.1 Formative Evaluation

The evaluation provided formative information at key times to aid the project staff in planning and conducting its many procedural steps.

The first four visits were focused upon formative or in-progress evaluation. Results of these visits were communicated to the project staff both verbally and in writing. In addition, a considerable amount of informal verbal reaction was provided by the evaluators. Telephone contact was maintained with the CEPM staff throughout the duration of the project. These conversations in addition to on-site discussions were directed toward reacting to project procedures and the clarification of conceptual issues. It was important during this phase of the evaluation that the evaluators remain sensitive to the needs of the project

staff. As materials were developed and procedures planned, feedback and suggestions were given.

4.2 Summative Evaluation

The summative aspect of the third party evaluation was designed to give an end-of-project assessment of the procedures and product of the CEPM project. The last on-site evaluation visit was focused on the interviewing of project staff and the review of project documents. The results of this evaluation comprise the major content of this section. Divisions of this section will focus on the project procedures, product, and general observations.

4.21 Project Procedures

The final report of the CEPM project indicates that an initial procedure involved an extensive review of the literature. The evaluators made a spot check of sources to determine the comprehensiveness of the search. It was concluded that appropriate sources had been reviewed. It should be mentioned, however, that there was no written synthesis of the review. This fact may have had little or no consequence to the project but it may be a shortcoming to a reader of a final report or to others interested in conducting research which extends this project.

The next procedural step included the interviewing of practicing career educators in an attempt to identify pedagogical competencies. The five research assistants had primary responsibility for this task. The evaluators interviewed the research assistants to determine the method utilized by each in the collection of competencies. It was dis-

covered through these interviews that variance had occurred in the interviewing process. This variation in procedure was not critical but it did necessitate a more careful control during a later phase of validation to ensure the representativeness of the competencies that were compiled.

The third major procedure dealt with the refinement of the over two-thousand competency statements which had been compiled. Adequate procedures were employed in this task and input from the evaluators was solicited by project staff in assessing this process.

Fourth, a meeting was held to involve a number of career educators from throughout Michigan. These individuals were asked to rate each of the listed competencies as to their importance for teachers, counselors, and administrators. This process was useful in terms of identifying additional competencies which had been overlooked. It was also good to discuss the competencies and to clarify those which were realized to have multiple meaning. Therefore, this procedural step was deemed useful to the project.

The next step, final validation, involved a mailing of competency lists to selected career educators from throughout the state for their rating. A total of four-hundred thirty-six individuals were polled and a usable response was obtained from sixty-two percent of this group. The procedures used in this survey, including the follow-up of nonrespondents, were adequate.

The last procedure involved the interviewing of a sample of individuals who were involved in the validation stage in an attempt to operationalize the competencies or describe more accurately the

practical context of each. It is felt that this step added greatly to making the competency statements more meaningful to individuals involved with professional development of career educators.

4.22 Project Product

The product of the CEPM project basically comprises a number of competency lists to be utilized in the identification of personnel needs and the subsequent design of instructional experience to meet those needs. These products, or models as they are entitled, do not meet the theoretical definition of a model but this fact should not necessarily affect their utility.

The true evaluation of the CEPM product will be a measure of its utility within the context it was designed for. In other words, if the product proves to be useful to career educators and to the trainers of career educators, then it will have met its goal.

The uniqueness of this project's outcome can be attributed to its focus on multi-level career education. Similarly formulated results have been gained from other projects, but most have focused on vocational and technical education rather than on career education.

The real key to the utilization of this product lies in the way it is disseminated to local and university personnel. Care will need to be taken in the orientation to the use of these items.

4.23 General Observations

A general concern that cannot be overlooked by an evaluation is the problem encountered with change in personnel during the project. Specifically, the changes which occurred between the time the original

proposal was written and the time that Dr. John Odbert assumed responsibility for the project led to a redefinition of project goals and procedures. This obviously affected the overall conduct and outcome of the project.

Another general concern relates to definitions. The CEPM project staff failed to explicitly define "career education" and "competency". However, they defined it implicitly or subtly throughout their instrumentation and reports. For example, career education was defined through review of the state accepted objectives for career education and competencies were defined implicitly in the validation instruments. The evaluators feel these terms should have been defined.

5.0 Recommendations

1. An attempt should be made to try out the product of this project in situations for which they were designed. This might involve a field test involving two or three local school districts and possibly a teacher training unit of a university.
2. The competency lists and their format should be refined based upon the experience gained in the field test.
3. A strategy for dissemination should be designed. This strategy should emphasize actual implementation of the CEPM and not just mass distribution.
4. The resulting CEPM should be disseminated throughout the state of Michigan if the field test attests to its utility in upgrading career education personnel.
5. Integration of this project's results into counselor, administrator, and teacher education programs should be encouraged

and facilitated. This means much more than integration into occupational or vocational education programs.

6. An attempt should be made to synthesize the results of this project with the results of similar projects conducted in other states such as Ohio, Pennsylvania, Oregon, and Illinoi .
7. The results of this project should also be shared with other states. This may be achieved by incorporating the results into the ERIC Clearinghouse for Career Education, through mailings to state education offices, and notification of their existence to professional educators through professional journals and meetings.
8. Further research should be initiated to expand these results by level, specificity, or accuracy. Possibly an investigation to determine actual activities conducted by career educators and comparison of this with their perceived competency needs would be worthwhile.